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ABSTRACT

In spring 1981, Florence-Darlington Technical College (FDTC) conducted a needs assessment survey of employers in Darlington, Dillon, Florence, and Marion Counties in South Carolina to collect information that would allow the college to respond more positively to employment and training needs in its service area. The study sought to encourage greater communication with local industry; to determine discrepancies between employment needs and FDTC's programs; to solicit input for determining educational priorities; and to gather opinions and ideas that would be useful in revising programs. A total of 174 firms, employing 30,467 workers, were surveyed. Study findings, based on responses from 70% of the firms and on subsequent on-site interviews with 26 large companies employing more than 250 workers, indicated: (1) 89% of the respondents were familiar with programs at FDTC; (2) 77% reported that they seldom or never employed FDTC graduates, though 92% indicated that they would be willing to do so; (3) 67% felt that job opportunities in their firm for FDTC graduates were good or very good; (4) FDTC training was considered to adequately prepare graduates for their jobs by 88% of the employers who rated the training; and (5) the skills perceived by the employers as most necessary for FDTC graduates were ability to operate and take care of equipment, and a knowledge of safety habits. Employers' recommendations for program improvement and the survey instrument are included. (HB)

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RESEARCH FINDINGS OF

EMPLOYER NEEDS ASSESSMENT SURVEY

1981

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ABSTRACT

This publication reports the results of the Employer Needs Assessment Survey project which was conducted in the spring of 1981 by the Research Unit of Florence-Darlington Technical College. A total of one hundred and seventy-four (174) industries (total employment 30,467) in Darlington, Dillon, Florence, and Marion counties were identified through the utilization of the 1981 South Carolina Industrial Directory. These industries became the population sample through which the survey process began. The purpose of the survey project was to collect information which would allow Florence-Darlington Technical College to respond more positively to the employment and training needs of its four county service area. Thirty-seven (37) of the one hundred and seventy-four (174) industries were designated for the purpose of conducting on-site interviews. Using "number of employees" as a basis for the decision, the 37 industries with the largest number of employees (250 or more) were specifically chosen. It was felt that: (1) these larger industries would more likely employ a greater percentage of Florence-Darlington TEC graduates; and (2) through the use of interview techniques, more data could be obtained concerning attitudes and opinions related to direct employment contact. The additional one hundred and thirty-seven (137) industries received mail questionnaires to be completed and returned in self-addressed envelopes.

The Employer Needs Assessment Survey was conducted in an effort to: (1) allow and encourage greater communication and contact with the business/industrial community of the Pee Dee area; (2) be able to more accurately determine if there are discrepancies between the technical training needs of industry and the college's educational programs designed to meet those needs; (3) receive input to be used in determining educational priorities at Florence-Darlington Technical College; and (4) collect opinions, attitudes, and ideas toward TEC which would be of value when upgrading and revising educational programs and services.

Among the findings of the Employer Needs Assessment Survey are the following:

(1). Industry is very interested in TEC and expressed a "good" feeling to know that TEC, in fact, is very interested in Industry.

(2). The overall trend of collected data is toward positive evaluations.

(3). Industries in Darlington, Dillon, Florence, and Marion counties are familiar to very familiar with TEC training programs.

(4). Supervisory Training and Development is an area of great interest and need for industries of the Pee Dee area.

(5). There is a great interest in employing sewing machine mechanics in larger industries. This is an area in which TEC does not offer training at this time.

(6). Vocational and technical training enhances the employability and job advancement of area employees.

(7). In-experience or lack of practical experience appears to be of great concern when employing Florence-Darlington TEC graduates.

(8). Area industries would like to have more communication and contact with TEC.

Recommendations of the study include the following:

(1). Continually evaluate, on a periodic basis, the extent to which TEC's educational programs meet the needs of students and industry in the service area.

(2). Explore the possibility of conducting additional short-term, in-service upgrading programs, specialized refresher courses, and workshops for personnel who are already employed in business and industry. From the results of the Employer Needs Assessment, it is apparent that many personnel officers in business and industry feel the need for various occupation-oriented upgrading courses conducted by TEC. A complete list of recommended subject areas for such training is included within this research report.

(3). Develop a brief, structured, and informative orientation program for Continuing Education instructors concerning Florence-Darlington Technical College as an educational institution. Survey interviews indicated that this is an area of much concern.

(4). Additional programs of cooperative education should be established with local businesses and industries. These programs will eliminate the criticism of some employers who felt that on-the-job training would add depth to occupational preparation.

(5). Increased emphasis should be placed on the maximum use of advisory committees for instructional programs.

(6). Instructors should be given and should take advantage of additional opportunities to keep abreast of technological advances being reflected in area industries that employ Florence-Darlington TEC graduates.

(7). Keep contact and communication lines open: Be sure that the person that is designated by industry as their contact representative (person who is most familiar with their employment and training needs) is the same individual through which TEC representatives have communication.

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I. REPORT NARRATIVE

PURPOSE

The overall objectives set forth in establishing the need for the Employer Needs Assessment Survey are as follows:

OBJECTIVE 1. To allow and encourage greater communication and contact with the business/industrial community of the Pee Dee area.

OBJECTIVE 2. To be able to more accurately determine if there are discrepancies between technical training needs of industry and the colleges' educational programs designed to meet those needs.

OBJECTIVE 3. To receive input to be used in determining educational priorities at Florence-Darlington Technical College.

OBJECTIVE 4. To collect opinions, attitudes, and ideas toward TEC which would be of value when upgrading and revising educational programs and services.

DATA SOURCE

The data was obtained through the use of a "Questionnaire for Business and Industry" designed by Mrs. Debbie Williamson, Research Analyst, Florence-Darlington Technical College using an Employer Needs Assessment Survey Questionnaire (1979) developed by Tri-County TEC, Pendleton, South Carolina as a basis.

The majority of the questions designed for the survey instrument are structured, requiring fixed-alternative answers. For example, the question "How familiar are you with the vocational and technical educational programs offered at Florence-Darlington TEC?" is followed by these fixed-alternative responses: Don't Know, Totally Unfamiliar, Unfamiliar, Familiar, Very Familiar. The decision to make the majority of the items in the form of closed (fixed-alternative) questions rather than open-ended questions was based on the

following assumptions: (1) that busy industrial representatives would respond more readily to fixed items, and (2) the data could be more readily categorized and analyzed. It did seem necessary, however, to include some open-ended questions, to allow for elaboration when asking for opinions, attitudes, and ideas concerning Florence-Darlington Technical College. The survey instrument is composed of forty (40) close-ended and seven (7) open-ended questions.

SAMPLE FRAME

The sample frame for this study includes all industries (n=174) appearing in the 1981 South Carolina Industrial Directory in Darlington, Dillon, Florence, and Marion counties. Using "number of employees" as the basis, the 37 industries which have 250 or more employees were selected from the total population sample of 174 for the purpose of conducting on-site interviews. The additional 137 industries were surveyed through the use of mail questionnaires and returned in self-addressed envelopes.

PROCEDURE

In February 1981, the names of all industries within Florence-Darlington TEC's four county service area were extracted from the Directory. A letter of introduction to the research project, mailed to the President, Plant Manager, Chief Officer, etc. of the industry, was prepared by Fred C. Fore, President of Florence-Darlington Technical College. The letter announced the purposes and scopes of the anticipated study and solicited participation on the part of industry. The larger industries (n=37) were mailed a letter of introduction with a self-addressed postal card enclosed. The letter asked for the name of a contact representative from their organization who was most familiar with their employment and training needs. Industrial representatives were encouraged to indicate on the postal card whether their firm would participate in the Employer Needs Assessment Survey, as well as provide the name of the appropriate person who could be interviewed by TEC. The additional 137 industries were mailed an introductory letter with a survey questionnaire and a self-addressed

envelope enclosed. Ten days after the original mail-out, follow-up postal cards were mailed to all industries who had not responded. (Note: Thirty-two percent (32%) of the industries had already responded at this time). One and a half weeks later, follow-up letters were mailed to all industries who had not responded, with the following enclosures: (1) self-addressed postal cards (indicating contact representatives) for the larger industries; and, (2) survey questionnaire and self-addressed envelope to the industries who originally received mail questionnaires. The decision to include the enclosures in the follow-up letters was prompted by the realization that if the appropriate information was not returned within three weeks after the original mail-out, industrial representatives most likely did not have the requested information (e.g. survey instrument, self-addressed postal card) available.

After the sixth week, a fifty-nine percent (59%) response rate had been attained. The Research Unit then began a telephone follow-up system encouraging industries to participate. The final tally of survey responses, after twelve (12) weeks, indicated that at 70% response rate had been achieved.

During this time, appointments began with the twenty-six (26) larger industries who had responded with their willingness to participate in the survey project. The interviews were completed within a five week period with one Florence-Darlington TEC interviewer conducting a total of 26 interviews. It should be noted that outstanding cooperation on the part of industrial representatives was obtained throughout the survey.

DATA ANALYSIS

Data was calculated by computer through the use of the Statistical Package for the Social Sciences (SPSS) Batch System. This procedure was administered by Alan Story, Data Processing Department Head at Florence-Darlington TEC, and data results were returned to the Research Unit for analysis and report writing.

II. INTERVIEW AND QUESTIONNAIRE RESULTS

The survey instrument used in the Employer Needs Assessment Survey is provided in Appendix A.

174 Industries Surveyed ... 120 Respond

In the spring of 1981, 174 industries in the Pee Dee area were mailed letters of introduction to the Employer Needs Assessment Survey announcing the purposes and scopes of the study and soliciting their participation in the project. When the final results were in, 120 industries had responded. Six (6) industries responded that they were not willing to participate in the survey project and 114 responded with the requested information. There were only fifty-two (52) industries from which NO RESPONSE was received. Therefore, 120 industries were considered as having responded to the survey which allowed for an absolute response rate of 69 percent. Two (2) envelopes, however, were returned by the U.S. Postal Service as undeliverable or unreachable and therefore, were never actually received. Thus, for the 172 industries who were actually contacted, the adjusted response rate is 70 percent.

ADJUSTED RESPONSE RATE

70 %	66.28 %	114	Responded to Survey Request
	3.49 %	6	Responded - Non-Participants
	30.23 %	52	No Response
	100. %	172	Total Surveyed

GENERAL CHARACTERISTICS OF INDUSTRIES

The names of all companies or organizations surveyed were extracted from the 1981 South Carolina Industrial Directory. Twenty-five (25) companies, however, chose to be identified as businesses and eight (8) companies chose "Other" category labels in which to be identified. These labels include: agriculture, road construction, concrete manufacturing, newspaper/media, lumber manufacturing, and wholesale meat. A total of eighty-one (81) chose the category that was actually labeled industry. For purposes of this survey, as well as for simplicity and unity, all companies or organizations represented in the Directory will be referred to as "industries" within this research report.

All industries are located within the four-county service area of Florence-Darlington Technical College: Darlington, Dillon, Florence, and Marion counties. These counties are located in the northeastern portion of South Carolina in the region often referred to as the Pee Dee area.

Much diversity is found amid these industries. Among the 114 responding to the survey requests, the "number of employees" range from 6 to 2,200 persons. It is interesting to note that 30 percent (n-34) of the industries which responded have 30 or less employees and 22 percent (n=26) have 250 or more employees.

Also, among the industries responding, the following manufacturing areas are represented:

Apparel and other textile products
Lumber and wood products (furniture)
Printing and publishing
Fabricated metal products
Stone, clay, glass, and paper products
Construction

RESEARCH FINDINGS

NOTE: Throughout this report, missing data (Non-responses and Not applicable responses) have been excluded from the calculation of percentages, and all percentages have been rounded to the nearest hundredth.

Responses to all fixed-alternative questions were tabulated and converted into percentages, all of which are provided on pages 11-48 for each item included in the "Questionnaire for Business and Industry". For ease of interpretation, narratives have also been prepared to describe characteristics of responses. Moreover, bar graphs and pie charts are provided to display most of the interview and questionnaire data.

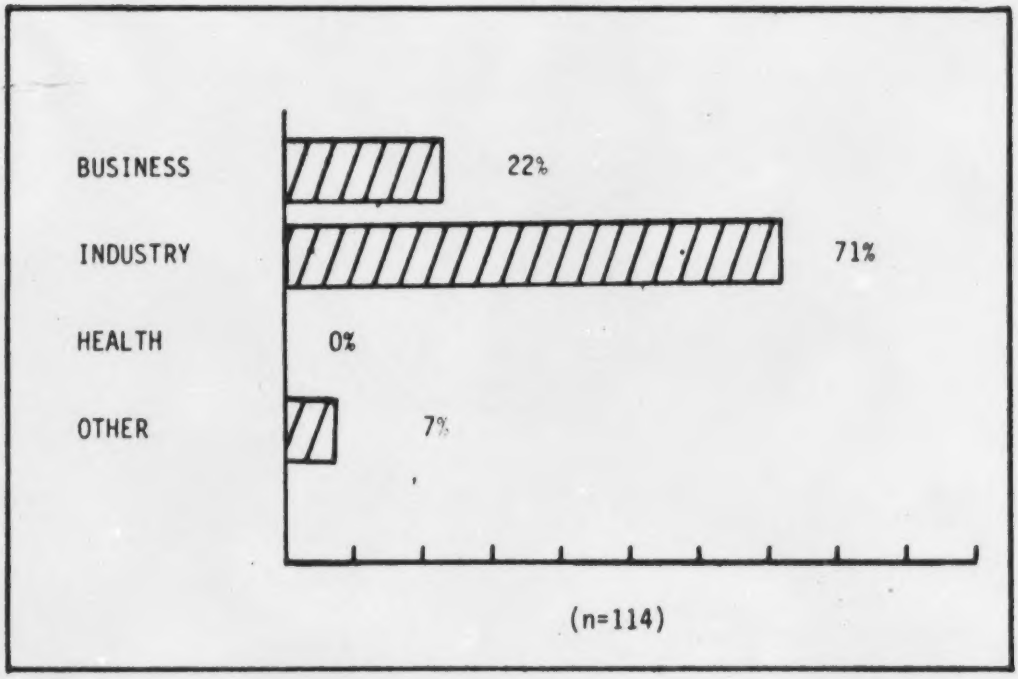
Also, included within the next few pages, are comments and responses to open-ended questions. Some of the comments are used to verify some of the fixed-alternative responses.

TYPE OF ORGANIZATION

The first question of the survey asked the type of organization that the respondent represents. Twenty-two percent responded that they represent business, seventy-one percent industry, and seven percent "other". In this question, "other" includes: agriculture, road construction, concrete manufacturing, newspaper/media (3), lumber manufacturing, and wholesale meat. The respondents were given the opportunity to write-in their own response under the category label "other".

NOTE: Health Industries were not contacted for this particular survey and are not represented on this bar graph design.

QUESTION: What type of organization do you represent?

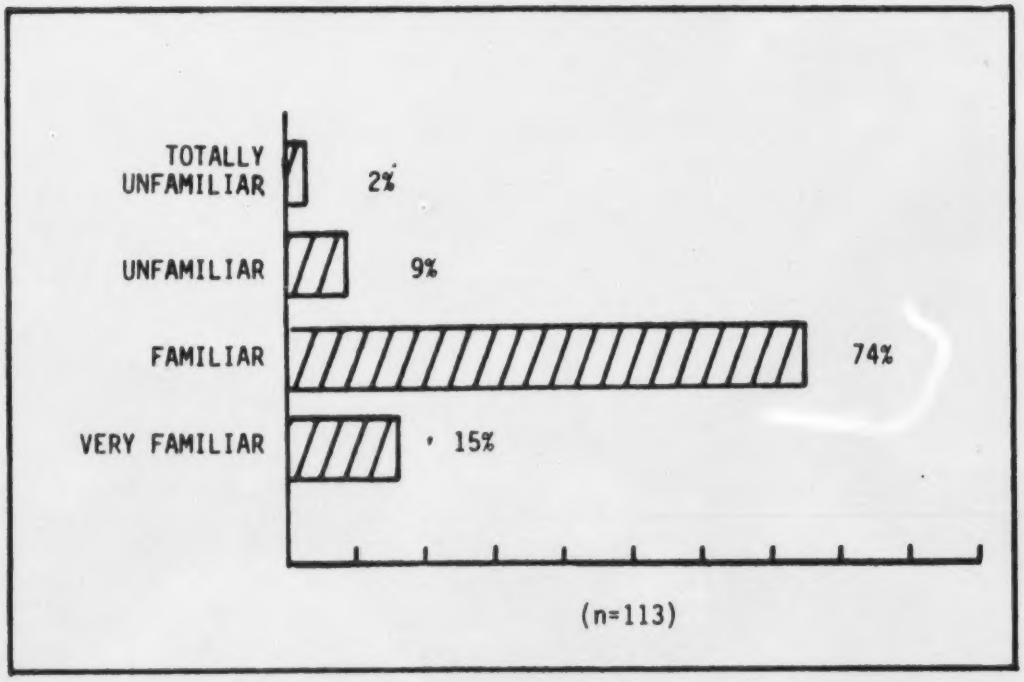


(11)

FAMILIARITY WITH TEC PROGRAMS

When asked to define the level of their awareness of various vocational and technical educational programs offered at TEC, 2 percent of the industrial leaders stated that they are totally unfamiliar, 9 percent are unfamiliar, 74 percent stated that they were familiar, and 15 percent claimed to be very familiar. (Note: 89 percent are familiar or very familiar with TEC programs). Only one person did not respond to this question.

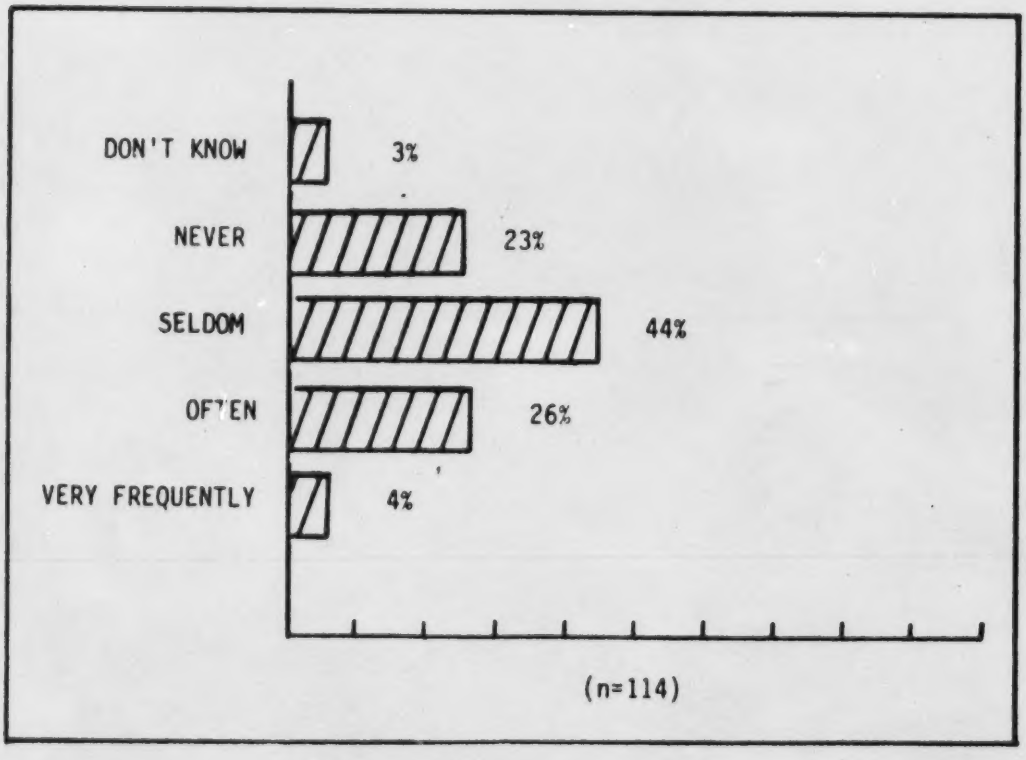
QUESTION: How familiar are you with the vocational and technical educational programs offered at Florence-Darlington TEC?



FREQUENCY OF HIRE OF TEC GRADUATES

In relation to the hiring of TEC-trained personnel, 3 percent responded that they simply did not know the answer to this question. Twenty-three percent stated that they "never" hire TEC graduates and forty-four percent "seldom" hire graduates of Florence-Darlington TEC. On the other hand, 26 percent of the employers said that they "often" employ Florence-Darlington TEC graduates and 4 percent claimed to hire these employees "very frequently".

QUESTION: How frequently does your organization hire personnel who were trained at Florence-Darlington TEC?



REASONS EMPLOYERS HAVE NOT HIRED PERSONS TRAINED AT FLORENCE-DARLINGTON TEC

Of the 26 respondents to Question #3 who NEVER hire TEC graduates, 61 percent of these respondents reasoned that they simply do not have a demand for TEC graduates. Twenty-seven (27) percent stated that graduates of Florence-Darlington TEC had never applied for jobs in their industry and 8 percent claimed that graduates did not appear to have the necessary job skills. There were 0 respondents to claim that TEC-trained applicants displayed poor attitudes toward work or did not do well in their job interviews. Only one gave "other" reason for not hiring TEC graduates. He stated that they simply did not need anyone at the time of interviews.

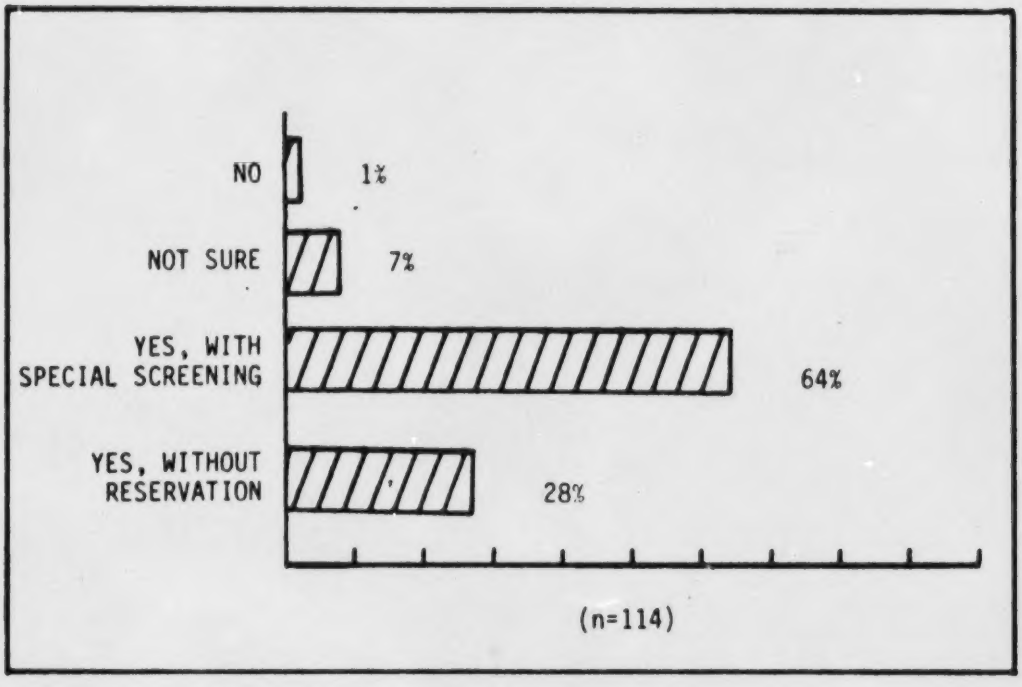
QUESTION: If, to the best of your knowledge, your organization has not employed persons trained at Florence-Darlington TEC, please indicate the most applicable reason:

This organization does not have a demand for them.	61%
No graduates of Florence-Darlington TEC have ever applied for jobs here.	27%
Graduates of TEC did not appear to have the necessary skills.	8%
Florence-Darlington TEC applicants displayed poor attitudes toward work.	-
Florence-Darlington TEC graduates did not do well in their job interviews.	-
Other reason(s).	4%
	100%

EMPLOYING TEC-TRAINED PERSONNEL FOR PRESENT JOB OPENINGS

When employers were asked if they would hire a TEC graduate if they had an opening, only one percent (n=1) stated "no" they would not and seven percent were "not sure". On the other hand, 64 percent said "yes, with special screening" and 28 percent stated "yes, without reservation". With consideration of routine screening processes, 92 percent claimed that they would be willing to employ TEC graduates.

QUESTION: If you had an opening, would you hire an individual trained at Florence-Darlington TEC?



IF WOULD NOT HIRE, WHY NOT?

Open-Ended Question

QUESTION: If you circled responses NO or NOT SURE to the question, "If you had an opening, would you hire an individual trained at Florence-Darlington TEC?", please explain.

Eight (8) percent of the industries responded that they would not hire or were not sure if they would hire a TEC graduate. The following reasons or responses were listed most frequently:

(n=9)

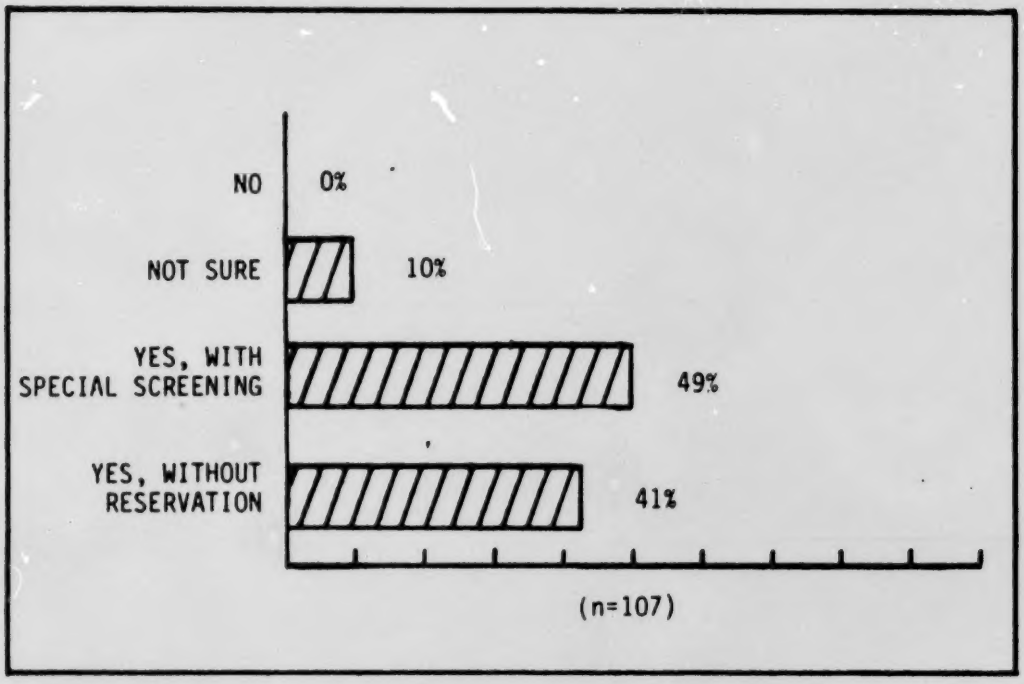
- "It is difficult to find people trained in the skills we need."
- "We have mostly in-house promotions."
- "Unfamiliar with TEC training programs."
- "We require exclusive and unique training which is done in-house."

(16)

RECOMMENDATIONS OF TEC GRADUATES TO OTHER EMPLOYERS

Ten percent of the 107 industries who responded to this question were "not sure" if they would recommend TEC graduates to other employers. A very favorable 90 percent said "yes, with special screening" (as are all applicants) or "yes, without reservation".

QUESTION: Would you recommend Florence-Darlington TEC graduates to other employers?



IF WOULD NOT RECOMMEND, WHY NOT?

Open-Ended Question

QUESTION: If you circled responses NO or NOT SURE to the question, "Would you recommend Florence-Darlington TEC graduates to other employers?", please explain.

Of the ten percent who responded that they were not sure if they would recommend TEC graduates to other employers, the following reasons were listed most frequently:

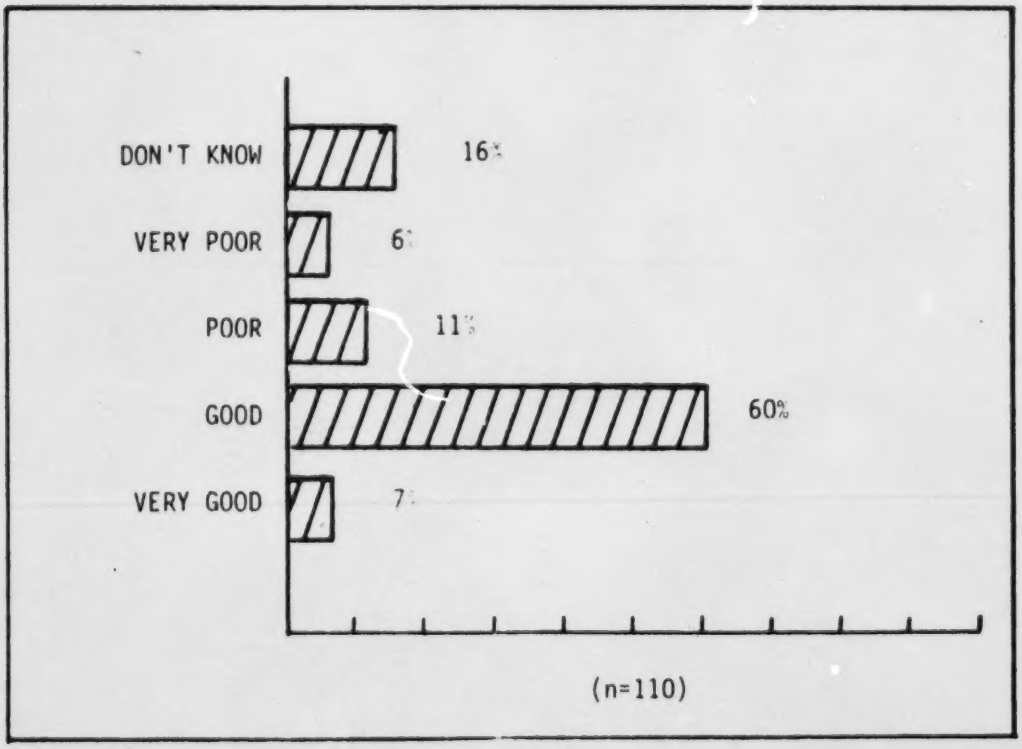
(n=11)

- "Not familiar enough with TEC graduates."
- "Don't feel that some of the technical classes are up-to-date enough."
- "Recommendation would depend on individual qualifications."

FUTURE JOB OPPORTUNITIES FOR TEC-TRAINED EMPLOYEES

Requests for projections of job opportunities for TEC-trained personnel in the year 1985 elicited the following responses: 16 percent did not know or were not willing to make a projection and 17 percent predicted poor and very poor job opportunities. On the other hand, a total of 67 percent felt that job opportunities in their organization for Florence-Darlington TEC graduates were from good to very good. Only 4 industries did not respond to this question.

QUESTION: Looking into the future to about 1985, what do you feel the overall job opportunities in your organization will be for employees who have received various kinds of vocational and technical training at Florence-Darlington Technical College?



NEW OCCUPATIONS THAT REQUIRE CERTIFICATE OR ASSOCIATE DEGREE TRAINING

Seventy-six (76) industries responded to this open-ended question concerning new occupations that will emerge in the future in their industry. "New" meaning new to their particular industry, not necessarily new in the area of technology.

QUESTION: In your opinion, what new occupations will emerge in the foreseeable future for which training and education at the certificate or associate degree level might be required in your organization?

OCCUPATIONAL AREAS

Industrial Electricians (3)
Tool and Die Making (3)
Electronics (9)
Sewing Machine Mechanics (3)
Data Processing/Computer Science (7)
Business Accounting
Energy Production and Systems Engineers (7)
Production and Scheduling Supervisors (3)
Supervisory Development/Management Skills (4)
Training for Waste Facility Plant
Numerical Controlled Machine Operators (6)
Mechanical/Electrical Maintenance Supervisors (7)
Video-technician
Coal-fire Boiler Operators
Air-conditioning (2)
Computerized Pattern Making
Engineering (4)
Systems Technician (5)
Photo-type setting (computerized)
Chemical Technician
Forester
Woodworking
Laboratory Technician
Secretarial Science

ADDITIONAL EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY

QUESTION: In what educational program areas and at what level of TEC support do you see the need for additional assistance to meet the needs of the personnel employed by your organization?

The following responses were given for this open-ended question:

IN-SERVICE UPGRADING

Lumber Grader
Accounting
Electronics (5)
General Maintenance (5)
Computers
Photography
Mechanic (3)
Sheet Metal
Methods
Management & Supervisory Training (3)
Time Study Programs
Fork-lifting
Instrumentation
Electrical
Heating and Air-conditioning
Welding (2)

SPECIALIZED COURSES

Refrigeration
Saw-milling
Data Processing (4)
Drafting

SPECIALIZED COURSES (continued)

Construction
Plumbing
Electricity
Concrete
Blue Print Reading
Numerical Control Programming
Photo Composition
Photography
Electronics (3)
Shop
Machining
Graphics
HVAC-Heating, Venting, & Airconditioning
Mechanics
Supervisory Skills (3)
Heating and Air-conditioning
Sheet Metal
Methods
Industrial Maintenance
Sewing Machine Mechanics
Fork-lifting

EDUCATIONAL NEEDS (Continued)

CERTIFICATE OR DEGREE PROGRAM

Engineering (2)
Machine Shop
Welding
Maintenance (3)
Electronics (2)
Electricity
Administration
Industrial Technician
Production Control/Planning (2)
Manufacturing Processing
Reporter
Energy Conservation
Mechanical & Electrical Supervision (2)
Industrial Engineering Technology
Full-time Nurse
Personnel Management
Business/Contract Law
Sewing Machine Mechanics

WORKSHOPS

Engineering
Machine Shop (5)
Welding (3)
General Maintenance (6)
Electronics
Electricity
Administration
Industrial Technician
Production Control/Planning
Manufacturing Processing
Refrigeration
Drafting
Architecture
Graphics
Construction (2)
Plumbing

WORKSHOPS (Continued)

Numerical Control Progamming
Printing
Computers (3)
Photography
Supervisory Skills
Heating and Air-conditioning
Sheet Metal
Sewing Machine Mechanic
EMT First-aid
Selling
Merchandising
Pipe-fitting
Understanding operation of a successful enterprise

The questions found in the following section received a smaller response rate than did the questions in the previous section of this report.

This is mostly due to the fact that 23% of the industries surveyed have never employed TEC graduates and therefore, were unable to answer these questions.

SOURCES FOR IDENTIFICATION AND EVENTUAL EMPLOYEMENT OF TEC-TRAINED EMPLOYEES

The industries which currently employ or that have employed TEC-trained personnel in the past were asked their primary source of identification for these employees. They responded by giving not just the "primary" source, but all sources that are utilized. Therefore, in an effort to present these statistics accurately, the calculated percentages will total to more than 100%.

Eleven percent of the industries responded that they use the Employment Agency as an identification source, twelve percent said TEC Faculty Member, twelve percent TEC Industrial Representative, nineteen percent TEC Placement Office, seventeen percent Mutual Acquaintance, and ten percent Published Want-Ad. Thirty-three percent stated Initiative of the Employee was their greatest identification source and nine percent gave "other" as their survey response. "Other" for this question includes these most frequent responses:

- "We send our own people to TEC."
- "Some employees go to TEC for training on their own while employed here."
- "Job Service"
- "Employ through Co-op Program at Chesterfield-Marlboro TEC."
- "Work-experience Program."

QUESTION: If your organization has employed applicants who were trained at Florence-Darlington TEC, what has been your primary source for their identification and eventual employment?

Employment Agency	11%
TEC Faculty Member	12%
TEC Industrial Representative	12%
TEC Placement Office	19%
Mutual Acquaintance	17%
Published Want-Ad	10%
Initiative of the Employee	33%
Other	9%

GREATEST STRENGTHS OF TEC-TRAINED PERSONNEL

QUESTION: What do you feel are the greatest strengths of an individual who has been trained at Florence-Darlington Technical College?

The responses to this open-ended question are grouped in "like" categories.

Following are the actual responses:

Practical application.

Overall knowledge of management and business.

Specialization in a particular field.

Technical background.

Ability to use measuring instruments, read blue prints, and basic machining understanding.

Practical application to jobs.

Technical qualifications.

Strong basic technical education.

More and better education. (than person without TEC training)

Good training in a particular field, along with general education.

The abilities and willingness to learn.

Specialized training.

Understands the basic of what he studied.

The person has a general background on types of equipment they will be exposed to.

Technical Training (4)

Special skills training.

Ability to get a good background in course of their choice.

Well-trained.

TEC-training helps a great deal.

Academic training.

Academic knowledge and training.

GREATEST STRENGTHS (Continued)

Displays confidence. (4)

Self-confidence and quality of training.

Better knowledge of area of study. (5)

Technical Skills. (2)

Thorough.

Quality of work.

Theoretical background. (4)

Good communication and human relation skills.

Able to get into highly productive areas very quickly.

Motivation. (3)

Desire to succeed. (5)

Dependability.

The student with ambition and proper attitude toward learning does a great job in the field.

Willingness to gain practical experience.

Better individual - puts them ahead.

Initiative-ability to perform work with little guidance.

Initiative to learn a trade and get ahead.

TEC-trained personnel are usually local people who are settled - helps make for smaller turnover.

Willingness to do more hands-on-work.

GREATEST WEAKNESSES OF TEC-TRAINED PERSONNEL

QUESTION: What do you feel are his/her greatest weaknesses?

These responses were given for this open-ended question concerning weaknesses of individuals trained at Florence-Darlington TEC.

Again, the following actual responses are grouped in "like" categories.

Mostly lack of personal motivation.

Laxed attitude of pupils.

Lack of confidence - fear of making mistakes.

Overcoming not having self-confidence. Learning to be working managers and foremen.

Personal weaknesses only!

After taking courses, felt they knew it all.

The understanding of making a profit for job to exist (pie in the sky picture painted by TEC instructors).

They seem to feel they are more qualified than they really actually are.

Actually doing work without expecting to make a great deal of money to begin with.

Expect to earn too much - more than entry wages.

Most graduates feel they are trained to a higher degree than they actually are.

Knowledge is on a superficial level. Most take one or two courses and think they know it all.

GREATEST WEAKNESSES (Continued)

Inexperience (12)

Need more job-shop training.

No practical experience.

Not enough specialized training.

Lacking in workshop training.

Training has to be adapted to individual industrial needs.

Lack of current technology skills.

Grammatical errors.

Could have more education (4 year degree).

Human relations.

Inability to actually read, write, and perform arithmetic functions.

Greater knowledge.

Some departments send out some totally inadequate people.

Perhaps a bit more general (all around) study - just a short course or two.

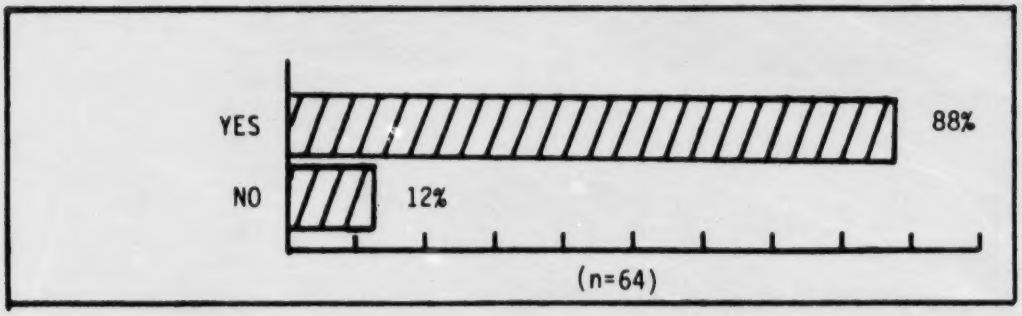
Math ability and English grammar are very weak.

Not enough depth in some subject areas. Courses should be analyzed to see if student is getting the most beneficial information out of a two year course in the first year. If for some reason he does not finish the course, he/she has lost a great deal.

TEC-TRAINED GRADUATE ADEQUATELY PREPARED FOR JOB

When industrial leaders were asked if the training (graduate) received at Florence-Darlington TEC adequately prepared him/her for a job, 88 percent responded "yes" and 12 percent responded "no". Only 64 persons answered this particular question.

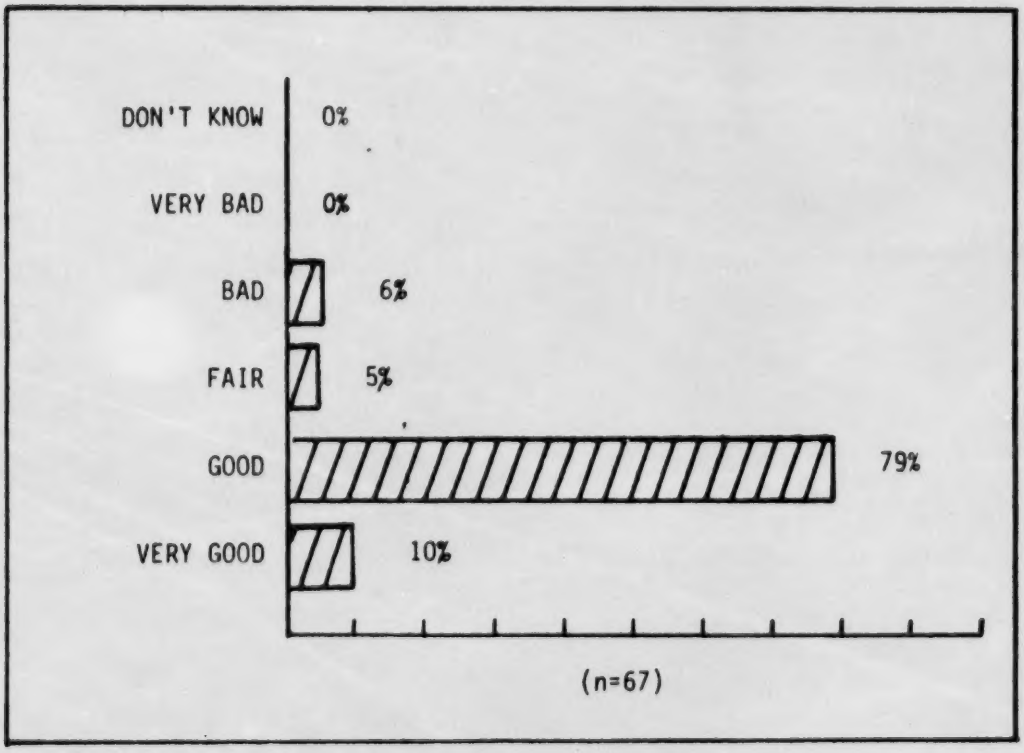
QUESTION: Do you feel the training (graduate) received at Florence-Darlington TEC adequately prepared him/her for this job?



PERFORMANCE OF REQUIRED JOB SKILLS

When asked to describe the overall level at which Florence-Darlington TEC-trained employees were prepared to perform required job skills, 6 percent of those persons responding said "bad", 5 percent said "fair", 79 percent stated "good", and 10 percent claimed "very good". There were no responses in the "don't know" and "very bad" categories. Although there was not a category for the "fair" choice designed in the survey instrument, several persons felt the need to respond in this way. Therefore, percentages for the "fair" response are included in the research findings.

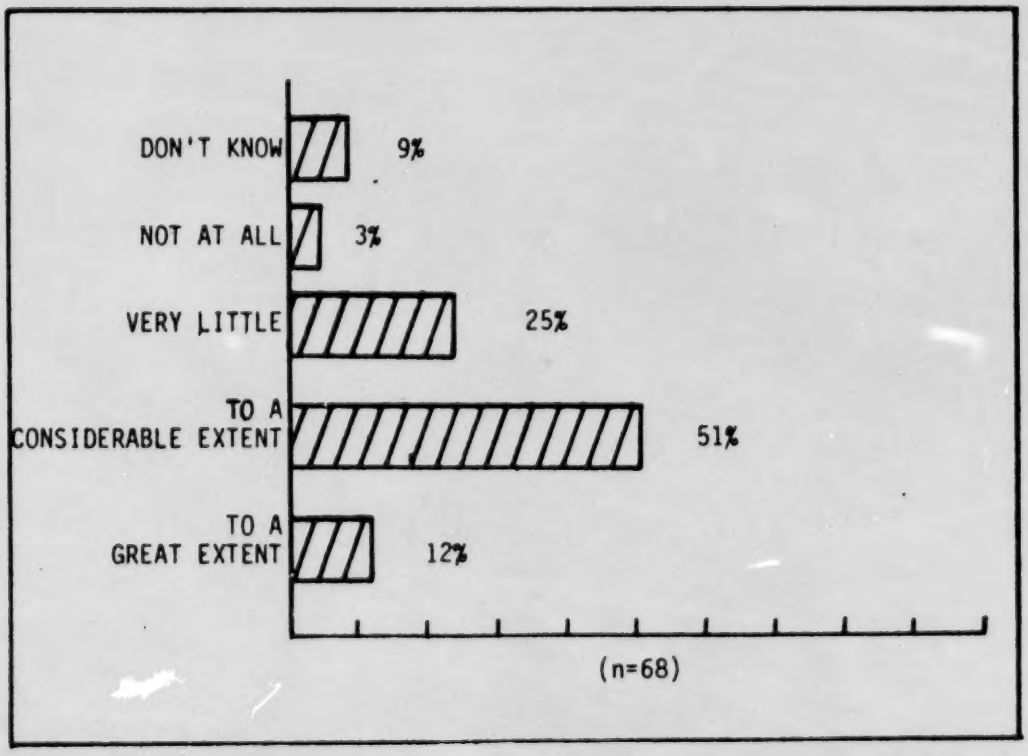
QUESTION: Which of the following terms best describes the overall level at which you feel that TEC-trained personnel were prepared to perform required job skills?



INCREASED JOB PLACEMENT AND ADVANCEMENT

When asked to characterize the extent to which job placement and advancement had been affected by training received at Florence-Darlington TEC, 9 percent were uncertain about the relationship, 3 percent said it did not affect it at all, and 25 percent stated the affect was "very little". However, 51 percent said to "a considerable extent" and 12 percent claimed that job placement and advancement was affected to "a great extent" by TEC training.

QUESTION: To what extent has the training received by persons at Florence-Darlington TEC increased their job placement and/or advancement in your organization?



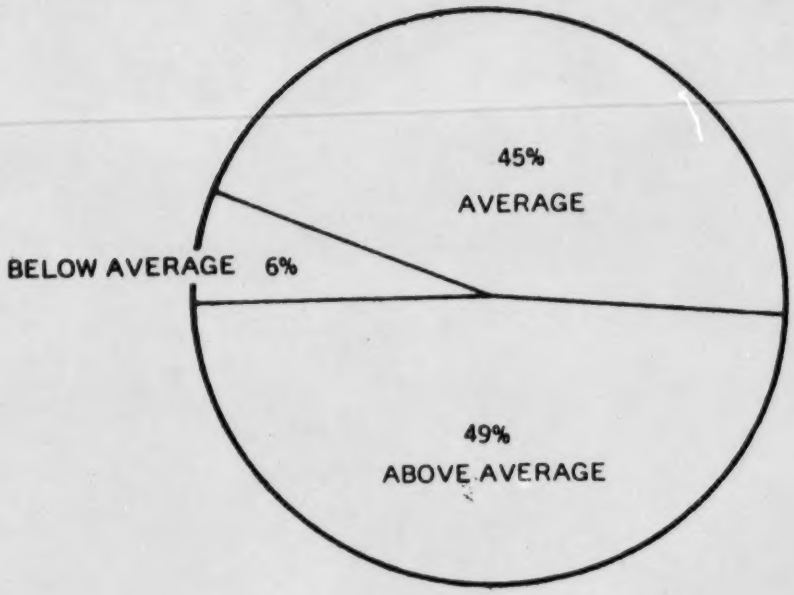
EVALUATION OF PERSONAL SKILLS OF TEC-TRAINED PERSONNEL

Respondents were asked to evaluate past and present TEC-trained personnel employed by their firms or industries. Employees were evaluated in relation to the following factors:

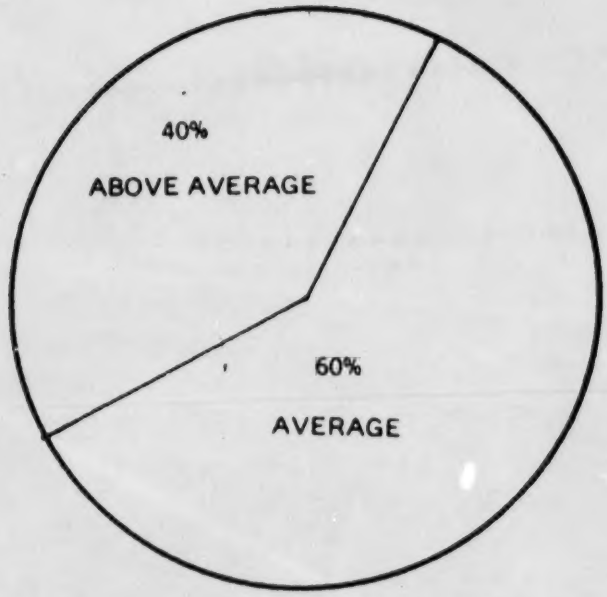
Overall quality of work
Attendance
Punctuality
Attitude toward job
Ability to follow instructions
Ability to work without supervision
Willingness to learn and improve
Ability to work well under pressure
Cooperation with fellow workers
Cooperation with management
Personal appearance/dress
Compliance with policies

The following fixed responses were given to respondents as descriptors for the evaluation of employees: Not applicable, Below average, Average, and Above average. In the following section of this report, responses are depicted in the form of pie charts. In all cases the overall trend of the collected data is toward positive evaluations This is not to imply, however, that no unfavorable evaluations were made. The following illustrations graphically depict how TEC-trained personnel were evaluated by employers.

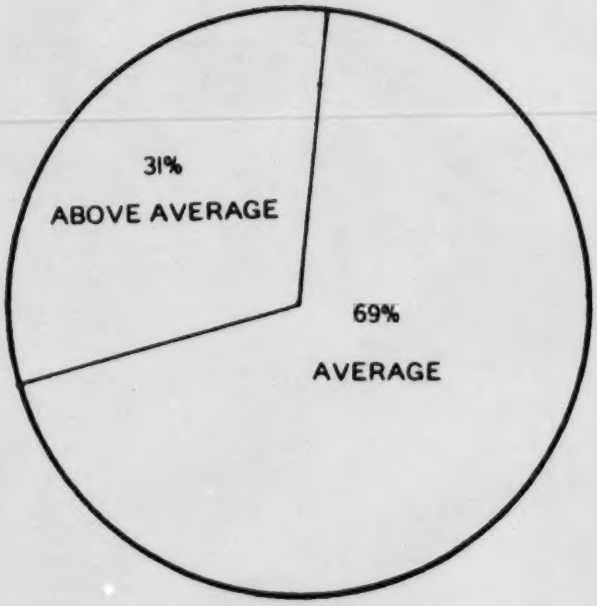
NOTE: "Not Applicable" responses have been excluded from the calculation of percentages and will not be represented on the following charts.



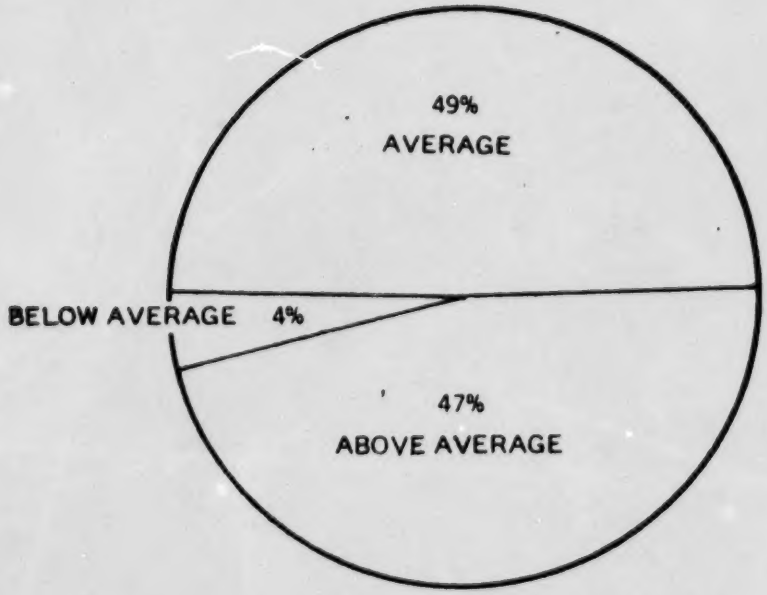
OVERALL QUALITY OF WORK



ATTENDANCE

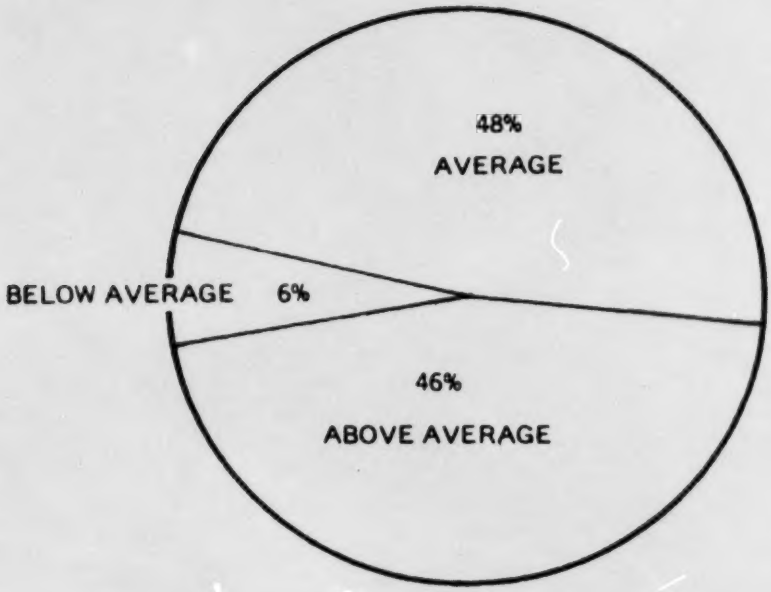


PUNCTUALITY

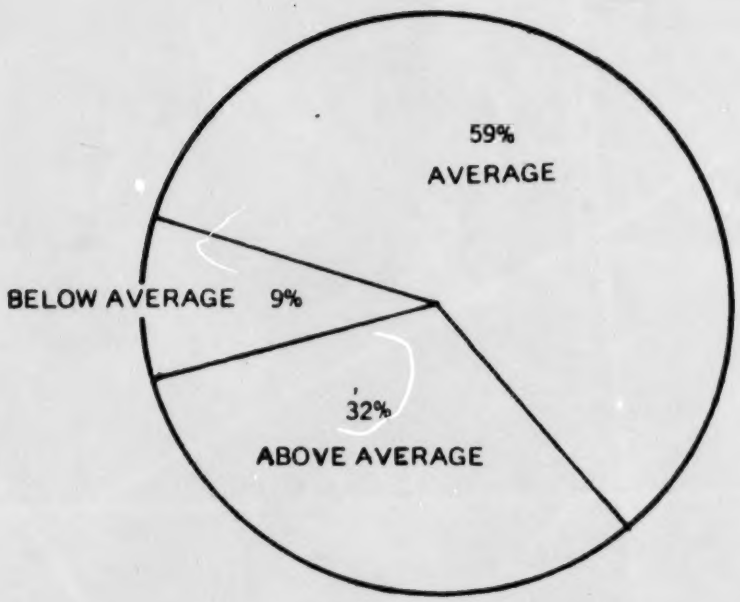


ATTITUDE TOWARD JOB

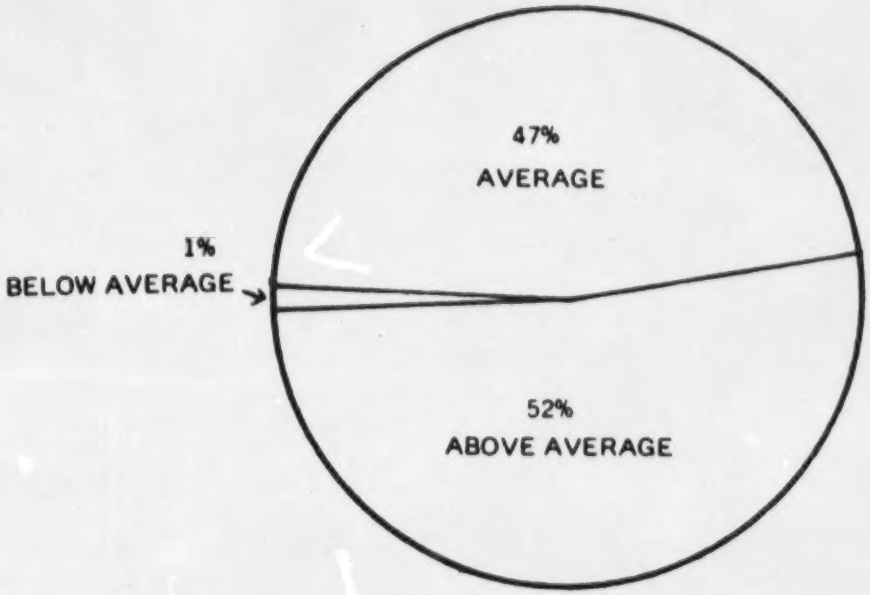
(34)



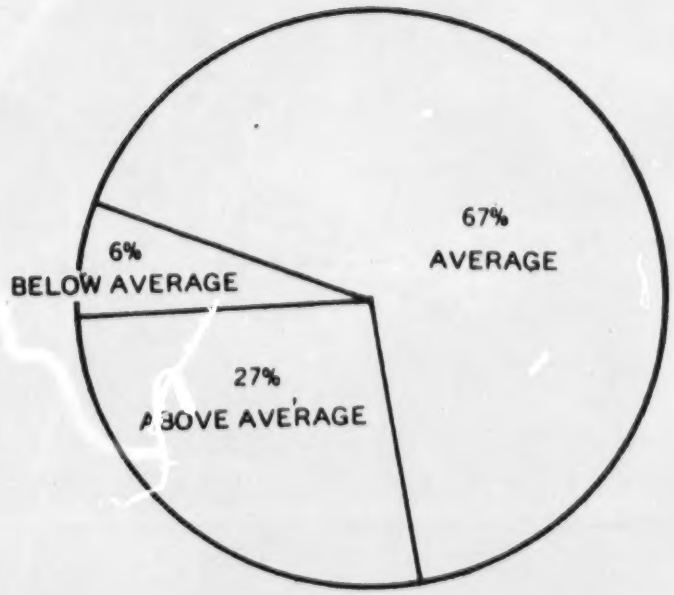
ABILITY TO FOLLOW INSTRUCTIONS



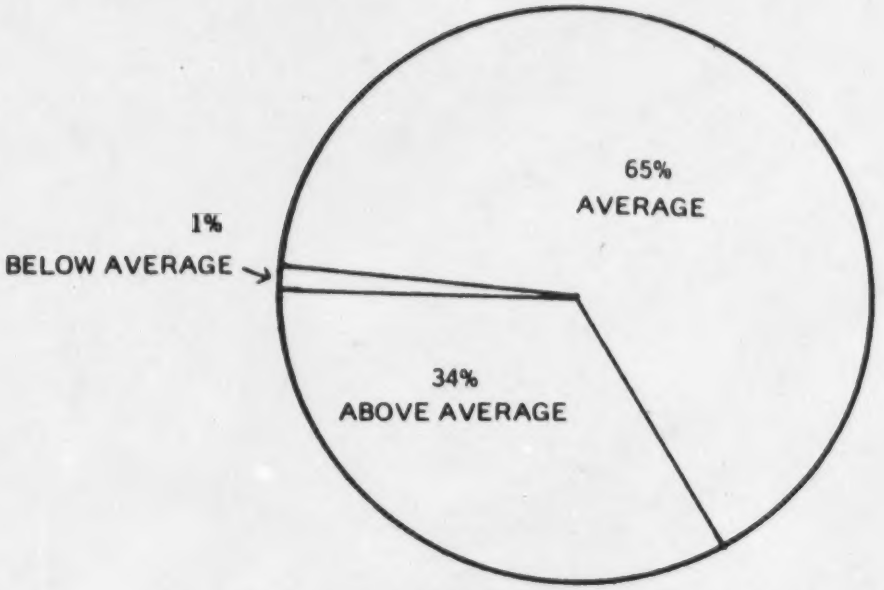
ABILITY TO WORK
WITHOUT SUPERVISION



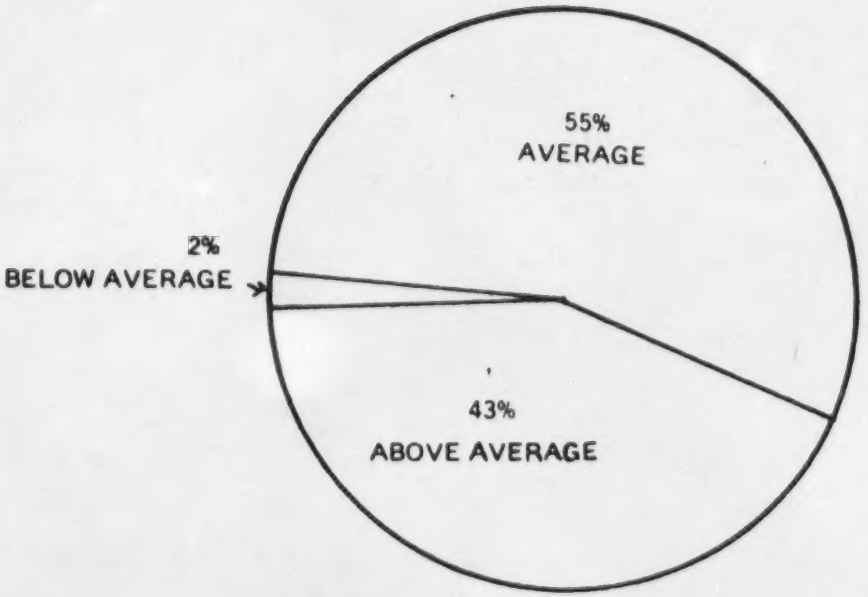
WILLINGNESS TO LEARN AND IMPROVE



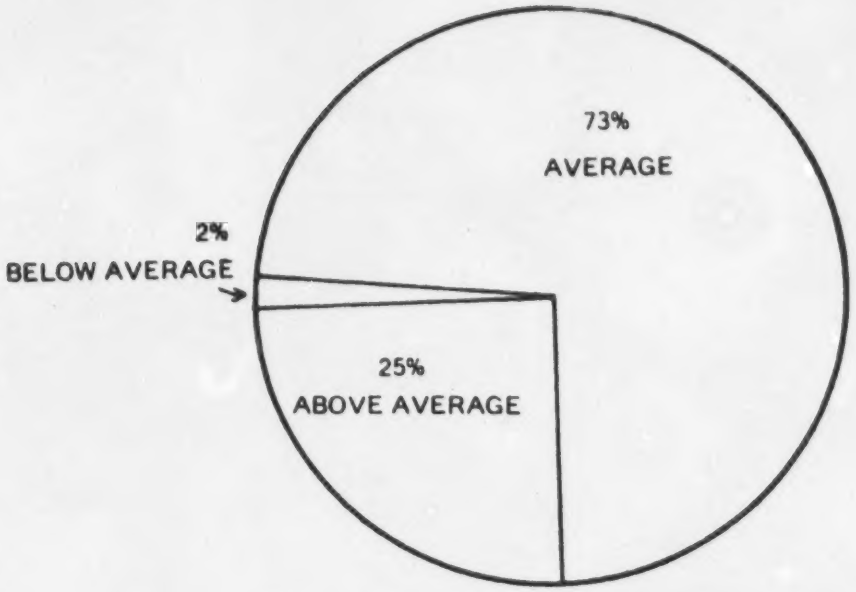
ABILITY TO WORK WELL
UNDER PRESSURE



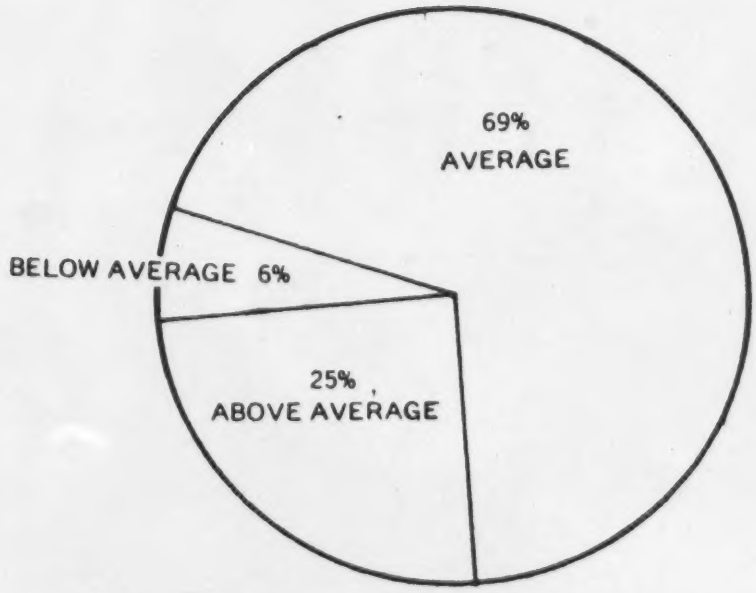
COOPERATION WITH FELLOW WORKERS



COOPERATION WITH MANAGEMENT



PERSONAL APPEARANCE/DRESS



COMPLIANCE WITH POLICIES

TECHNICAL AND VOCATIONAL SKILLS AND COMPETENCIES EXPECTED BY INDUSTRY

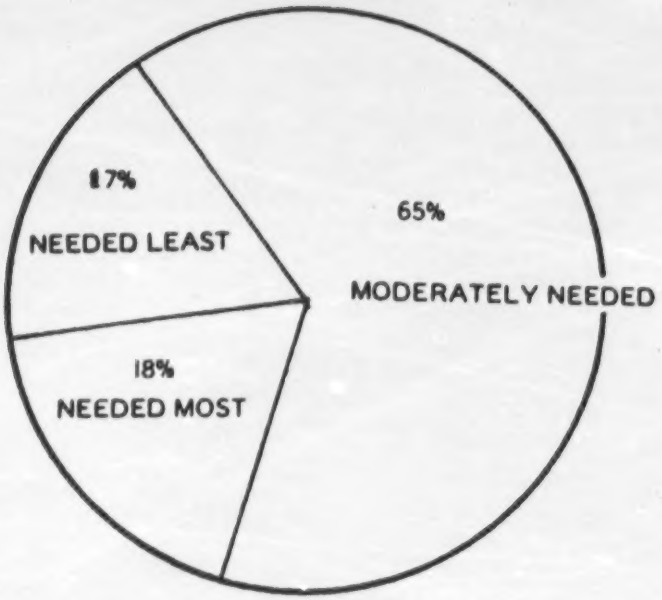
To obtain an indication of the overall technical and vocational skills and competencies expected by all surveyed industries, respondents were asked the following question:

QUESTION: The following list contains technical and vocational skills and competencies which your organization may or may not expect on the part of TEC-trained personnel as a whole. Please examine the list carefully and circle the needed level of expertise: 3=needed most; 2=moderately needed; 1=needed least; 0=not applicable.

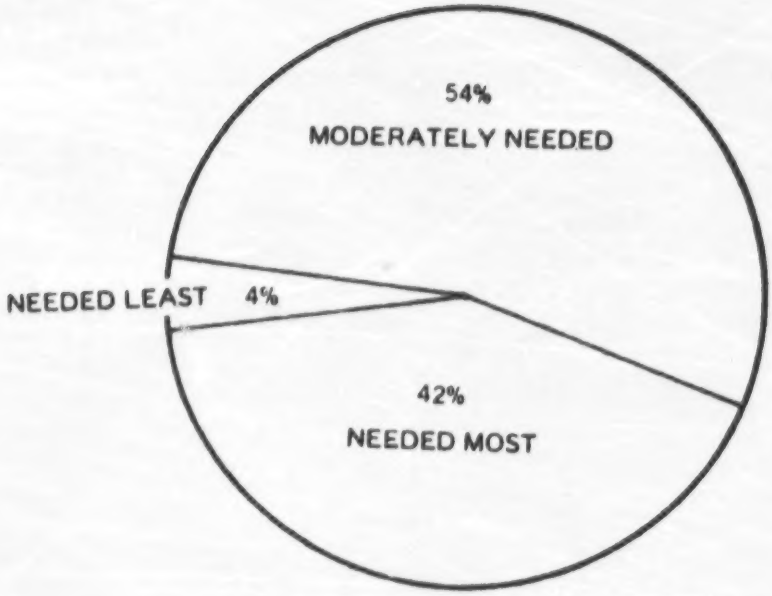
Organizational Skills
Problem-Solving Skills
Communication Skills (writing and speaking)
Meeting the Public
Understanding of Human Relations
Other job-related technical skills
Math skills
Ability to operate job-related tools, instruments, and equipment
Safety habits
Care of Equipment
Knowledge of Electronics
Knowledge of Chemistry
Knowledge of Physics
Knowledge of Biology
Knowledge of Psychology

In addition, respondents were asked to specify and to rank any other relevant skills not listed in the questionnaire.

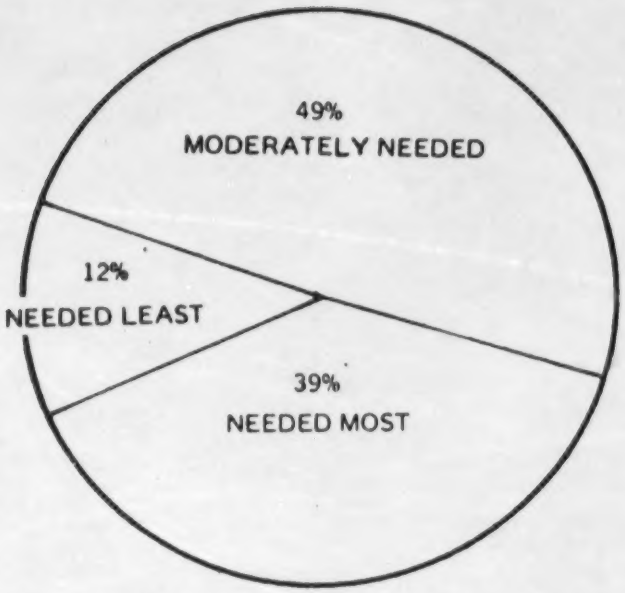
Note: "Not Applicable" responses have been excluded from the calculation of percentages and will not be represented on the following charts.



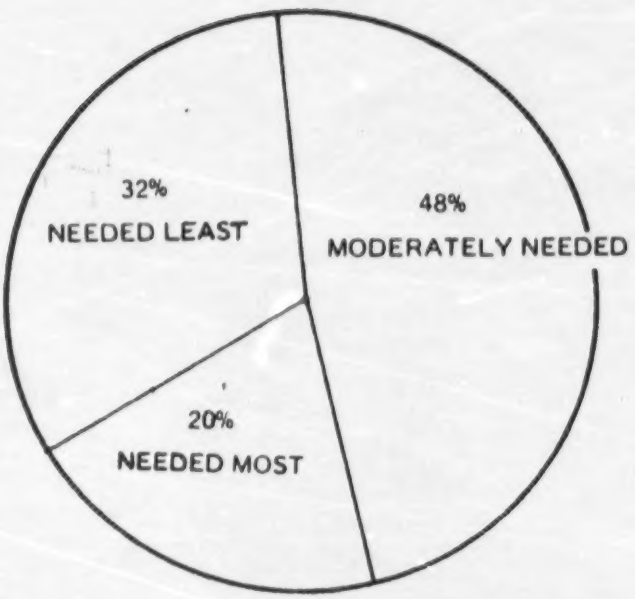
ORGANIZATIONAL SKILLS



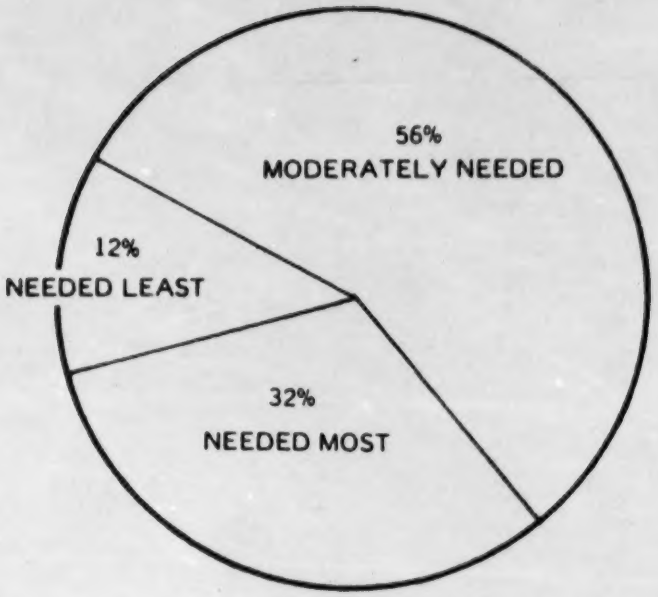
PROBLEM-SOLVING SKILLS



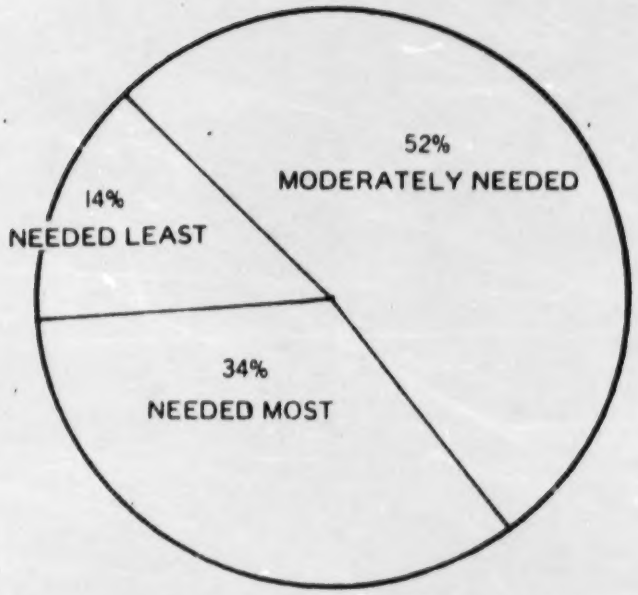
COMMUNICATION SKILLS
(Writing and Speaking)



MEETING THE PUBLIC

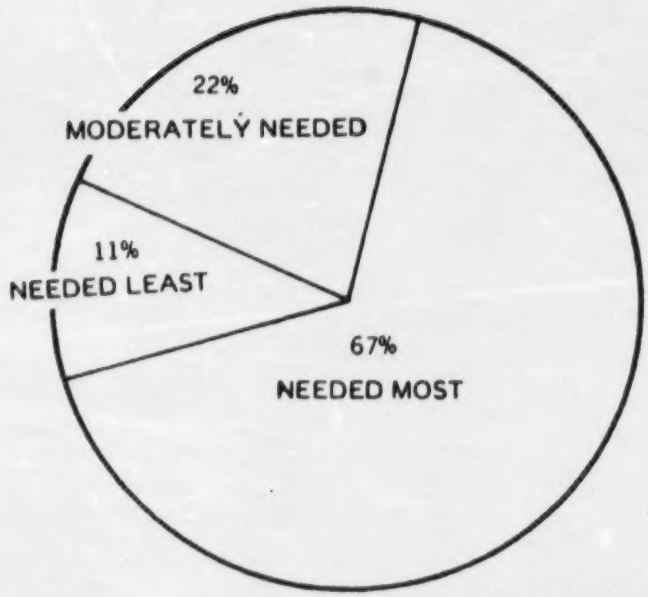


UNDERSTANDING OF HUMAN RELATIONS

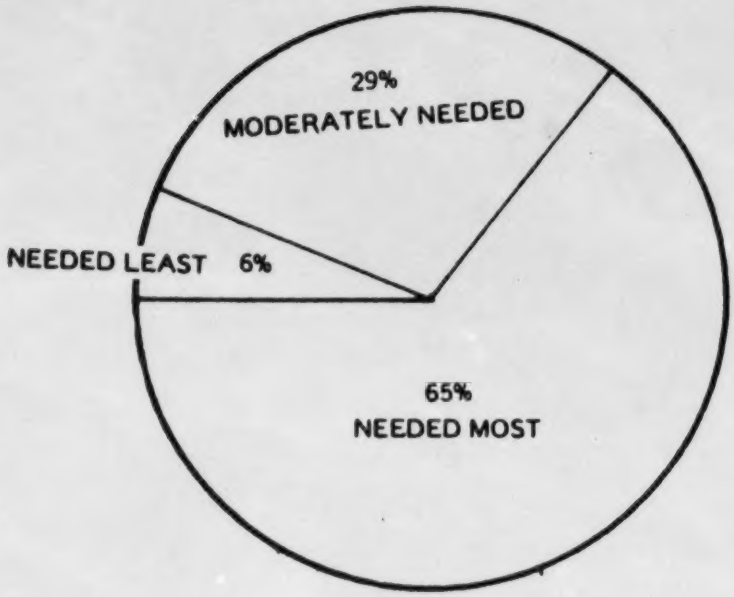


OTHER JOB-RELATED TECHNICAL SKILLS

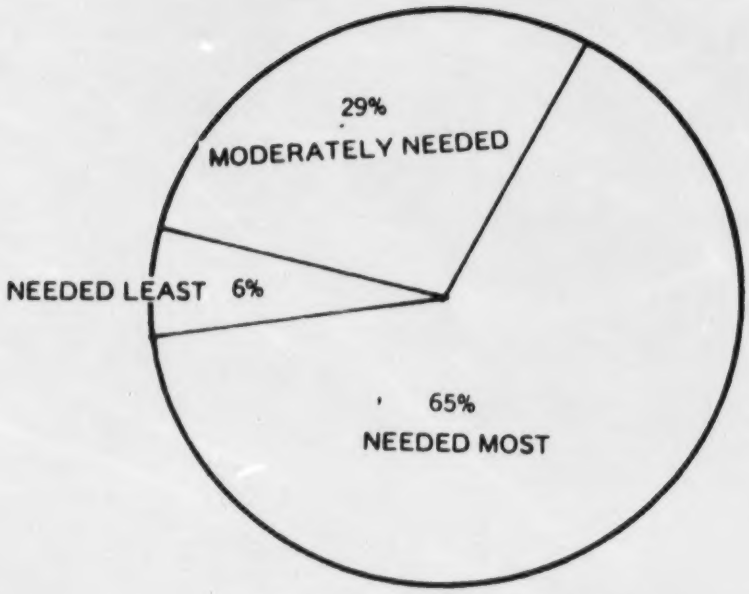
MATH SKILLS



ABILITY TO OPERATE JOB-RELATED TOOLS, INSTRUMENTS, EQUIPMENT

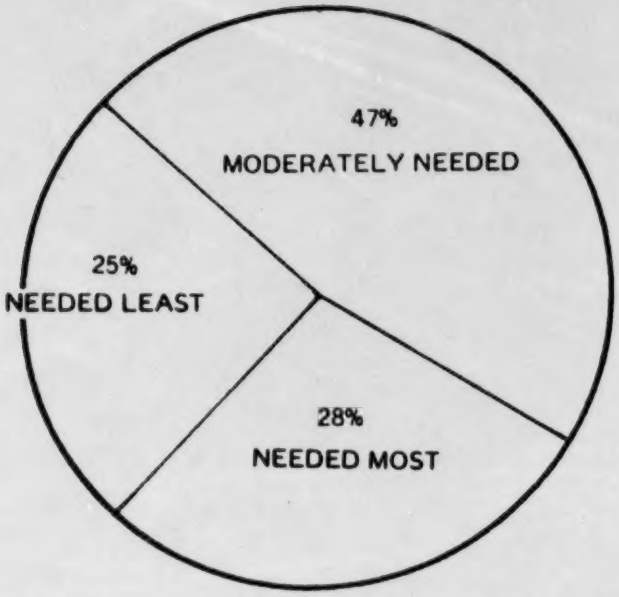


SAFETY HABITS

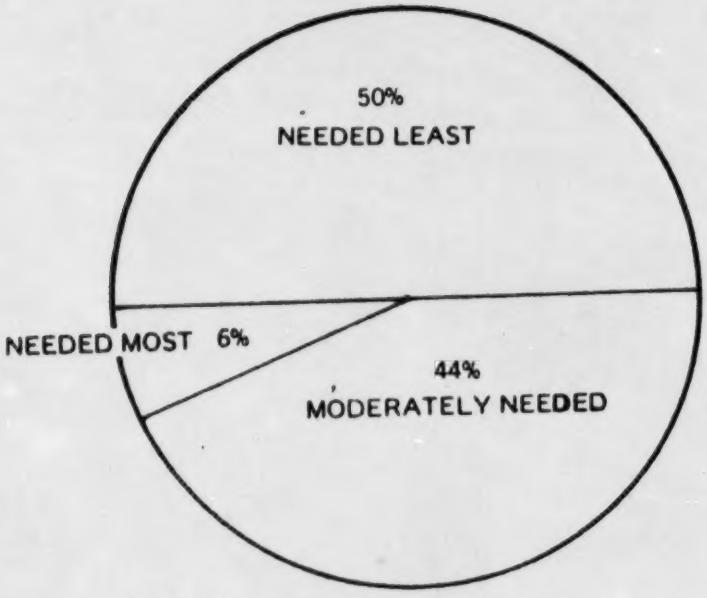


CARE OF EQUIPMENT

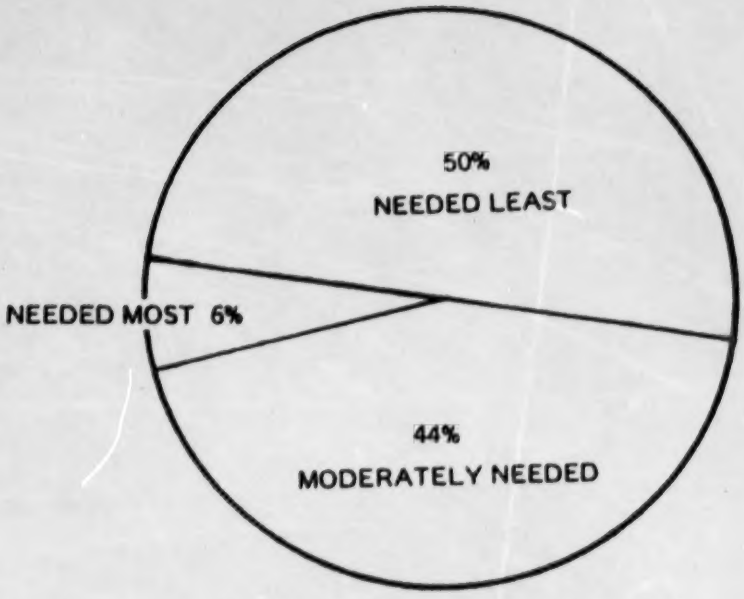
(44)



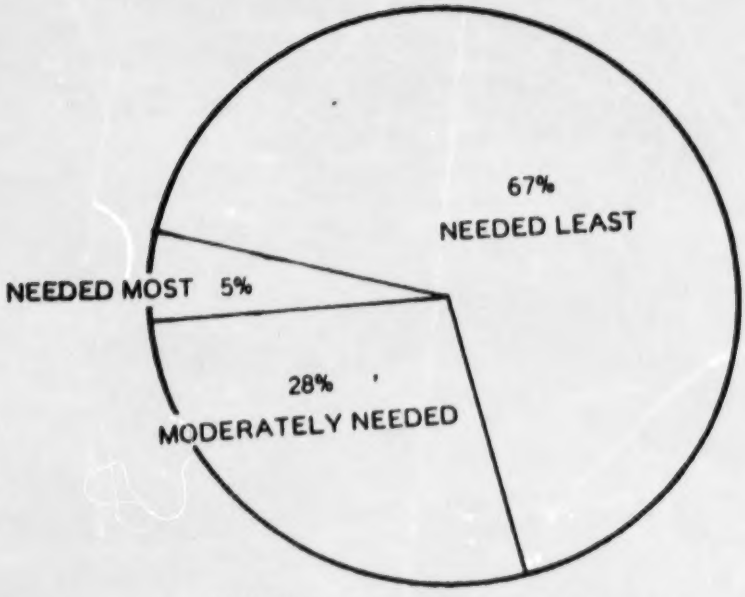
KNOWLEDGE OF ELECTRONICS



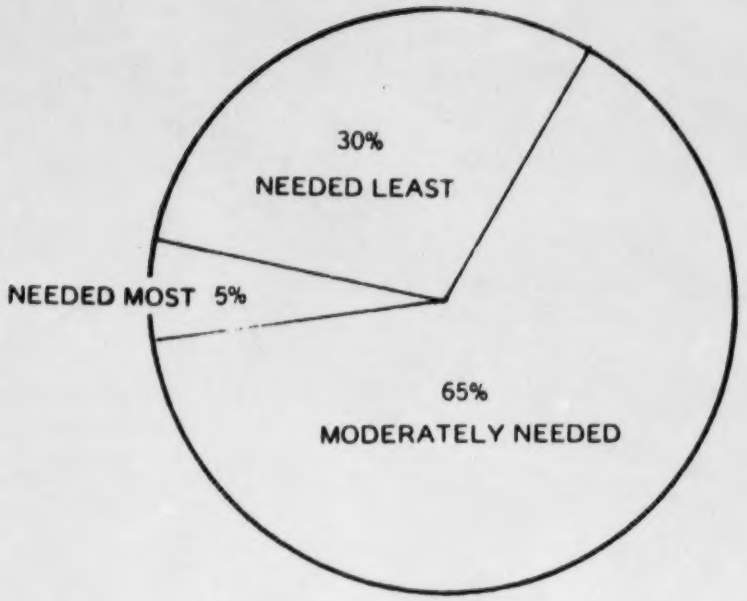
KNOWLEDGE OF CHEMISTRY



KNOWLEDGE OF PHYSICS



KNOWLEDGE OF BIOLOGY



KNOWLEDGE OF PSYCHOLOGY

- - - - - - - - -

"OTHER"

Only two respondents chose to write in responses to the category labeled "Other". These responses are:

INDUSTRIAL ENGINEERING/MECHANICAL	NEEDED MOST
STIMULATION TO KEEP UP-TO-DATE IN CHOSEN FIELD	NEEDED MOST

RECOMMENDED PROGRAM IMPROVEMENTS

Careful consideration should be given to the following "actual" responses concerning recommended program improvements. Responses have been grouped in "like" categories for readers ease in analysis and interpretation.

The following open-ended question was asked of all survey participants:

QUESTION: Finally, what do you think are the most important things Florence-Darlington Technical College could do to improve its programs?

TEC is doing a "good job". Need more promotion of TEC graduates so that more management level people realize potential.

Well-developed programs.

Very, very good. Offers quite a bit.

No suggestions at this time.

Overall educational opportunities are "GOOD".

Feel it is adequate.

The school is doing a good job.

TEC does a good job, very pleased.

No major needs for improvements.

We feel that TEC is a great asset to our community.

I would have to be much more knowledgeable about your programs to answer this meaningfully.

No complaints. TEC has always been ready and willing to respond when (we) have asked for help. All of our contact with TEC is through Dub Cameron. (Excellent)

Very good training from personal training is offered at TEC.

Continue to follow its present course of expansion and growth - offering a wide selection of training areas.

RECOMMENDED PROGRAM IMPROVEMENTS (Continued)

We support the TEC system and would encourage our employees to attend and look favorably at TEC grads.

From what I have heard from other industries and my personal acquaintance with individuals associated with TEC, I feel that TEC has good programs, but not having a specific need or experience, I can't comment on what may be improved.

We are very fortunate to have a technical college in Florence. At this time, I could not recommend any change.

I really don't know. We are not up on TEC.

Good communication with TEC through George Yarbrough.

Continually evaluate the employment needs of this area and offer training for vocations that are most abundant. You're doing this now.

More contact and communication. TEC should call us more instead of us calling TEC. Surveys of this type more often to stay in touch with industry needs.

More communication and contact.

More evaluation of industrial needs. Survey does this in a real way.

TEC needs to continue surveys of this type to keep in touch with industry needs. Skilled areas are changing very rapidly and TEC needs to stay on top of these changes.

Stay in close contact with area industrial leaders to make sure programs are meaningful, up-to-date, and are actually job related.

In my two-years in Florence, I have not had an occasion to work with any of your people. However, the few I have interviewed would have benefited from on-the-job training connected with their study.

Need Tool and Die Makers with less training in die design and more hands on experience.

More in-plant specialty programs (ex.) instrumentation --(tailor-made programs) More in-house workshops.

Tailor training to industry (individual) needs.

More hands on practical experience in all training areas.

TEC needs to constantly update and upgrade equipment and knowledge. Instructors need to work or have more contact with industry to be able to stay in touch with increasing advances. George Yarbrough has been a real asset. Al Belge has helped tremendously.

RECOMMENDED PROGRAM IMPROVEMENTS (Continued)

An internship with local industries for certain areas.

Set up a program so that a student can work a part-time job and receive school credits for on-the-job training.

Make prospective students aware of programs. Work with industry in promoting use of TEC by employees for further training.

Match course to needs of business community.

Work-study programs.

More technical and less liberal arts.

Students need more training in application placement - (e.g.) face-to-face interviews, personal appearance, free enterprise system, organizational make-up of business and industry.

The Continuing Education Division should offer more of the TEC day academic programs.

Make course more closely reflect "real world" environment, especially mechanical and electrical crafts.

Go back to the original entrance level that you had when the school opened.

Concentrate more on vocational and techncial training and possibly less on 4-year college type courses.

Incorporate more practical knowledge into the classroom.

Avoid tendency to become more academically oriented and put emphasis on vocational and technical training.

Instructors viewpoint: Screen students and test for abilities in terms of reading and writing - need updated textbooks for night students - continuity of courses for night degree candidates.

Screen students for proper reason for attending school. Do not let fear of enrollment drop affect quality of training. Do not gear program to Government programs.

Teach vocational skills only and make sure graduates are qualified.

Make greater demands of students during training.

Motivate students to take all courses in a Degree Program, not just a couple of core courses.

RECOMMENDED PROGRAM IMPROVEMENTS (Continued)

Concentrate on getting students to think for themselves and take responsibility for their actions.

Teach younger generation to follow instructions.

Evaluation of students educational background and understanding of basic skills related to courses they plan to take.

The basic judgement of our plant manager is that TEC students often are veterans not really seeking employment. Our experience with TEC has not been good.

Need electronic and supervisory development courses.

Sewing machine mechanics are needed desperately. Also engineering courses offered.

More in-depth machine shop training.

Programs appear to be serving well- never see any advance programs for secretaries.

More emphasis on automated equipment maintanance and computers and computer operated equipment.

More emphasis on professional sales training.

Teach people how to operate machines properly, have respect for machinery and pride in doing a job.

Train people for particular skills needed by the newspaper industry.

We have a need for specialized flame cutters which your institution does not train.

Increase machinery related and mechanical related subjects.

More actual experience in layout and forming. More knowledge of what something is to look like when fabricated.

Additional workshops to stay abreast of continuous changes in technology.

Our relationship with TEC is real good. The only problems we have had were with the TEC Placement Office. The problem being that they are sometimes extremely slow in responding to our needs.

TEC graduate perspective: Improve teacher quality in night programs. Some teachers have unconcerned attitudes. Night registration is very unorganized.

Unaware of individual contact person at TEC. (4)

Had opportunity when on campus for a meeting to observe classroom situation. Classroom activities were not at all organized - not a college atmosphere.

Need evaluation of instructors.

APPENDICES

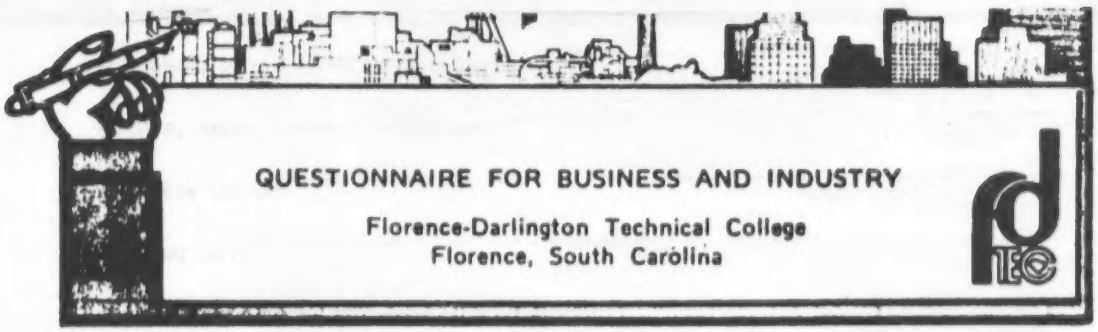
A. "Questionnaire for Business and Industry"

B. Letters of Introduction and Cover Letter for Questionnaire

C. Self-addressed Postal Cards

D. Follow-up Postal Cards

E. Follow-up Letters



QUESTIONNAIRE FOR BUSINESS AND INDUSTRY

Florence-Darlington Technical College
Florence, South Carolina

THANK YOU FOR PARTICIPATING IN OUR SURVEY PROJECT. PLEASE ANSWER ALL QUESTIONS. IF YOU WANT TO COMMENT ON ANY QUESTIONS OR QUALIFY YOUR ANSWERS, PLEASE FEEL FREE TO WRITE IN THE MARGINS. THANK YOU FOR YOUR HELP!

EMPLOYER INFORMATION

Name of Company, Agency, etc._____

Street Address_____

City and State_____

Telephone Number_____

Name of person answering questionnaire_____

Position of person answering questionnaire_____

CIRCLE ONE NUMBER FOR EACH QUESTION.

1. What type of organization do you represent?

   1 BUSINESS
   2 INDUSTRY
   3 HEALTH
   4 OTHER (please specify): _____

2. How familiar are you with the vocational and technical educational programs offered at Florence-Darlington TEC?

   1 TOTALLY UNFAMILIAR
   2 UNFAMILIAR
   3 FAMILIAR
   4 VERY FAMILIAR

3. How frequently does your organization hire personnel who were trained at Florence-Darlington TEC?

   1 DON'T KNOW
   2 NEVER
   3 SELDOM
   4 OFTEN
   5 VERY FREQUENTLY

4. If, to the best of your knowledge, your organization has not employed persons trained at Florence-Darlington TEC, please indicate the most applicable reason:

   1 This organization does not have a demand for them.
   2 No graduates of Florence-Darlington TEC have ever applied for jobs here.
   3 Graduates of TEC did not appear to have the necessary skills.
   4 Florence-Darlington TEC applicants displayed poor attitudes toward work.
   5 Florence-Darlington TEC graduates did not do well in their job interviews.
   6 Other reason(s), (please specify):

   _____

   _____

5. If you had an opening, would you hire an individual trained at Florence-Darlington TEC?

   1 NO
   2 NOT SURE
   3 YES, WITH SPECIAL SCREENING
   4 YES, WITHOUT RESERVATION

6. WHY NOT? _____

   _____

   _____

7. Would you recommend Florence-Darlington TEC graduates to other employers?

   1 NO
   2 NOT SURE
   3 YES, WITH SPECIAL SCREENING
   4 YES, WITHOUT RESERVATION

8. WHY NOT? _____

   _____

   _____

9. Looking into the future to about 1985, what do you feel the overall job opportunities in your organization will be for employees who have received various kinds of vocational or technical training at Florence-Darlington Technical College?

   1 DON'T KNOW
   2 VERY POOR
   3 POOR
   4 GOOD
   5 VERY GOOD

10. In your opinion, what new occupations will emerge in the foreseeable future for which training and education at the certificate or associate degree level might be required in your organization?

    EXAMPLE: Solar energy technician; Laser Technician

    a. _____

    b. _____

CIRCLE ONE NUMBER FOR EACH QUESTION.

11. In what educational program areas and at what level of TEC support do you see the need for additional assistance to meet the needs of the personnel employed by your organization? (Please list educational programs and circle corresponding level of desired TEC support.)

    EDUCATIONAL PROGRAM AREA

    (Ex.) Electronics
    1 In-service upgrading
    2 Specialized courses
    (3) Certificate of Degree Program
    (4) Workshops

    a. _____
    1 In-service upgrading
    2 Specialized courses
    3 Certificate of Degree Program
    4 Workshops

    b. _____
    1 In-service upgrading
    2 Specialized courses
    3 Certificate of Degree Program
    4 Workshops

IF YOUR ORGANIZATION HAS "NEVER" HIRED PERSONNEL TRAINED AT FLORENCE-DARLINGTON TECHNICAL COLLEGE PLEASE SKIP TO QUESTIONS NO. 46 AND 47 TO COMPLETE QUESTIONNAIRE.

12. If your organization has employed applicants who were trained at Florence-Darlington TEC, what has been your primary source for their identification and eventual employment?

    1 EMPLOYMENT AGENCY
    2 TEC FACULTY MEMBER
    3 TEC INDUSTRIAL REPRESENTATIVE
    4 TEC PLACEMENT OFFICE
    5 MUTUAL ACQUAINTANCE
    6 PUBLISHED WANT-AD (i.e., in newspaper)
    7 INITIATIVE OF THE EMPLOYEE
    8 OTHER, (specify): _____

13. What do you feel are the greatest strengths of an individual who has been trained at Florence-Darlington TEC?

    _____

    _____

    _____

14. What do you feel are his/her greatest weaknesses?

    _____

    _____

    _____

15. Do you feel that the training (graduate) received at Florence Darlington TEC adequately prepared him/her for this job?

    1 NO
    2 YES

16. Which of the following terms best describes the overall level at which you feel that TEC-trained personnel were prepared to perform required job skills?

    1 DON'T KNOW
    2 VERY BAD
    3 BAD
    4 GOOD
    5 VERY GOOD

17. To what extent has the training received by persons at Florence-Darlington TEC increased their job placement and/or advancement in your organization?

    1 DON'T KNOW
    2 NOT AT ALL
    3 VERY LITTLE
    4 TO A CONSIDERABLE EXTENT
    5 TO A GREAT EXTENT

(Continued on back of page)

PERSONAL SKILLS:

Please indicate your evaluations of past and present TEC-trained personnel employed by your organization in each of the following areas. (Please circle one number for each item).

		Not Applicable	Below Average	Average	Above Average
18.	Overall quality of work	0	1	2	3
19.	Attendance	0	1	2	3
20.	Punctuality	0	1	2	3
21.	Attitude toward job	0	1	2	3
22.	Ability to follow instructions	0	1	2	3
23.	Ability to work without supervision	0	1	2	3
24.	Willingness to learn and improve	0	1	2	3
25.	Ability to work well under pressure	0	1	2	3
26.	Cooperation with fellow workers	0	1	2	3
27.	Cooperation with management	0	1	2	3
28.	Personal appearance/dress	0	1	2	3
29.	Compliance with policies	0	1	2	3

TECHNICAL SKILLS:

The following list contains technical and vocational skills and competencies which your organization may or may not expect on the part of TEC-trained personnel as a whole. Please examine the list carefully and circle the needed level of expertise.

		Not Applicable	Needed Least	Moderately Needed	Needed Most
30.	Organizational skills	0	1	2	3
31.	Problem-solving skills	0	1	2	3
32.	Communication skills (writing and speaking)	0	1	2	3
33.	Meeting the Public	0	1	2	3
34.	Understanding of Human Relations	0	1	2	3
35.	Other job-related technical skills	0	1	2	3
36.	Math skills	0	1	2	3
37.	Ability to operate job-related tools, instruments equipment	0	1	2	3
38.	Safety habits	0	1	2	3
39.	Care of Equipment	0	1	2	3
40.	Knowledge of Electronics	0	1	2	3
41.	Knowledge of Chemistry	0	1	2	3
42.	Knowledge of Physics	0	1	2	3
43.	Knowledge of Biology	0	1	2	3
44.	Knowledge of Psychology	0	1	2	3
45.	Other (specify) _____	0	1	2	3

46. Finally, what do you think are the most important things Florence-Darlington Technical College could do to improve its programs?

_____

_____

_____

47. Would you like to receive a copy of the Employer Needs Assessment Survey results?

1 NO
2 YES

THANK YOU FOR TAKING PART IN THIS EFFORT TO IMPROVE FLORENCE-DARLINGTON TECHNICAL COLLEGE. WE SINCERELY APPRECIATE YOUR HELP!

FLORENCE-DARLINGTON TECHNICAL COLLEGE

POST OFFICE DRAWER F-8000
FLORENCE, SOUTH CAROLINA 29501
TELEPHONE (803) 662-8151

Chairman
[illegible] SEARS
Hartsville, S.C.

Vice Chairman
M[illegible] LEMAN, JR.
[illegible], S.C.

Secretary
MARIAN B. [illegible]AKER
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JULIUS LIGHTY
Darlington, S.C.
JOHN M. PAXTON
Florence, S.C.
[illegible] BANKS CARBOROUGH
Timmonsville, S.C.
DR. GEORGE A. WILLIAMS
Florence, S.C.

President
FRED C. FORE

Dear

During the next few weeks, Florence-Darlington Technical College will conduct an Employer Needs Assessment Survey to assess the employment needs of business and industry in Florence, Darlington, Marion, and Dillon counties.

As a result of our planned survey, we hope to be able to more accurately determine whether discrepancies exist between the technical training needs of our service area and the educational programs at TEC that are designed to meet these needs. Therefore, the cooperation of selected representatives from business and industry will be of considerable value to us as we upgrade and revise our educational programs. Your participation in the forthcoming survey will be appreciated, and should also be of considerable benefit to your firm.

If you agree to participate with us in this study, please designate a representative (contact person) who is familiar with your employment and training needs. A self-addressed, stamped post card is enclosed for your use in letting us know the name of your representative.

Thank you very much for your attention to this request. We look forward to your firm's participation in this worthwhile project.

Sincerely,

Fred C. Fore
President

FCF:dbw
Enclosure

FLORENCE-DARLINGTON TECHNICAL COLLEGE

POST OFFICE DRAWER F-8000
FLORENCE, SOUTH CAROLINA 29501
TELEPHONE (803) 662-8151

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JOHN M PAXTON
Florence S C
J BANKS SCARBOROUGH
Timmonsville S C
DR GEORGE A WILLIAMS
Florence S C

President
FRED C FORE

Dear

Last month you received a letter and self-addressed post card from President Fore asking your firm to participate in our Employer Needs Assessment Survey Project. As of today, we have not received your self-addressed post card indicating your willingness to participate and the name of your contact representative. If you have already returned it, we want to thank you for your response. If you have not returned it, please assist us by returning the card as soon as possible. Your opinions, attitudes, and ideas are important to us at Florence-Darlington Technical College.

Please call or write if you have any questions. My telephone number is (803) 662-8151, ext. 372.

Thank you for your cooperation.

Sincerely,

Debra B Williamson

Debra B. Williamson
Data Management/Research Analyst

Enclosure

FLORENCE-DARLINGTON TECHNICAL COLLEGE
Post Office Drawer F-8000
Florence, South Carolina 29501

U. S. Postage
PAID
Permit 52

Employer Needs Assessment Survey Project
Florence-Darlington Technical College
P. O. Drawer F-8000
Florence, South Carolina 29501

( ) YES, my firm is willing to participate in this survey project.

( ) NO, my firm will not participate.

NAME OF REPRESENTATIVE TO BE CONTACTED: _____

POSITION OF REPRESENTATIVE: _____

AUTHORIZED SIGNATURE: _____

TITLE: _____

February 18, 1981

Last week you received a questionnaire from President Fore concerning our Employer Needs Assessment Survey that we are conducting at Florence-Darlington Technical College.

As of today, we have not received your completed questionnaire. We are sending you this reminder because your opinions, attitudes, and ideas are very important to us. You can help make Florence-Darlington TEC a better College by completing the questionnaire and returning it today.

If by chance you did not receive a questionnaire or have misplaced it, please call and I will mail you another one right away. My telephone number is (803) 662-8151, ext. 372. Thank you very much for your help.

Debra B. Williamson
Research Analyst

February 18, 1981

Last week President Fore contacted you by mail concerning an Employer Needs Assessment Survey that we are conducting at Florence-Darlington Technical College.

As of today, we have not received your self-addressed post card indicating your participation in this survey and the name of your contact representative. We are sending you this reminder because your opinion is very important to us. You can help make Florence-Darlington TEC a better College by supplying us with this information so that further work can be continued in this area.

If by chance you have not received this information or have misplaced it, please call and I will mail it to you right away. My telephone number is (803) 662-8151, ext. 372. Thank you very much for your help.

Debra B. Williamson
Research Analyst

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Chairman
[illegible]

Vice Chairman
[illegible]

Secretary
[illegible]

Members
[illegible]

President
[illegible]

Dear

Florence-Darlington Technical College is presently conducting a survey among the business and industrial communities of Florence, Darlington, Marion, and Dillon counties. The major purpose of the Employer Needs Assessment Survey is to collect information that will allow TEC to respond more positively to the employment requirements of its four-county service area. Your cooperation and participation in this project is requested and will be of considerable benefit to us. It will allow Florence-Darlington Technical College to update and upgrade its educational programs and services.

Enclosed is a questionnaire, which we hope that you will complete and return to us at your earliest convenience. A stamped and self-addressed envelope is provided for your use in mailing the instrument. Only a few minutes of your time will be required to complete the questionnaire, which does not require the recall of complex facts or figures. Strictly speaking, there are no "right" or "wrong" answers; your informed, personal reactions are the best responses to all questions.

Please read each item carefully and indicate which of the provided fixed responses most closely corresponds to your opinions, attitudes, or ideas about Florence-Darlington Technical College. We strongly encourage you to answer as many questions as possible. Please be assured that the information provided to us will be kept strictly confidential. Specific responses will not be associated with particular individuals, firms, or businesses in written reports prepared upon completion of the project.

If you will complete and return the questionnaire within the next seven days, we would be most appreciative. Thank you for your consideration and participation in this research project.

Sincerely,

Fred C. Fore
President

FCF:dbw
Enclosures

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Please call or write if you have any questions. My telephone number is (803) 662-8151, ext. 372.

Thank you for your cooperation in this very worthwhile project.

Sincerely,

Debra B. Williamson
Data Management/Research Analyst

Enclosures

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JAN 21 1983

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